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The ninth grade (in first-year beginner's French), after reading *La dernière classe* of Alphonse Daudet, were so filled with the genius of the work that they dramatized it for the benefit of the other grades (see "The Dramatizing of *La dernière classe*," COURSE OF STUDY, Vol. I). The dramatizing of Daudet's *La dernière classe* showed that the children had caught the French spirit of 1870.

The insight into the life of another people will tend to make a broader and more sympathetic agent in the evolution of society.

"Toute science ne doit avoir d'autre but que de bien vivre la vie, d'avoir la notion d'humanité. On ne développera l'amour de l'humanité chez les enfants qu'en les intéressant les uns aux autres, qu'en les rapprochant par l'intelligence et par le cœur à la nation, aux nations de l'humanité."

GERMAN.

EDWARD PROKOSCH.

GENERAL OUTLINE FOR THE YEAR.

OUR aim in the study of German as a foreign language in an elementary school should be:

1. To create enthusiasm in our pupils for the work in that language.
2. To enable the children to use the language intelligently and fluently in connection with such subjects as fall within the scope of their thoughts.
3. To introduce them into the juvenile literature of the German people by intelligent reading and by a thorough discussion of German prose and poetry.
4. To teach them to write short essays in German about subjects presented in reading and object-teaching.
5. To assist them in memorizing a number of suitable poems for declamation and German texts for vocal music.

At the close of a three-years' course pupils ought to be able to read intelligently the authors prescribed for the first year of a high-school course, and to speak about the works they are studying with a fair degree of accuracy and fluency. They

should also be able to write a brief essay or a short letter about subjects properly discussed.

Fifth grade.—Short conversations on interesting objects: the human body; dress and food; the school and its surroundings; the home and the family; games and work; the nature study and other subjects of fifth grade. *Fairy Tales* of Grimm and suitable poems. The German text of three songs will be memorized by the class to be used by the teacher of music. Written reproductions of object-lessons and stories.

Sixth grade.—Greek, Roman, and German mythology in brief stories, with poems relating to these. Written reproduction of the oral work in the language of the pupils. German songs as in Grade V. Review of the nature study of this class in German.

Seventh grade.—Selections from mediæval history, with appropriate poems. Selections from the nature work of the class for discussion and reproduction. German songs.

ART.

JOHN DUNCAN AND ANTOINETTE B. HOLLISTER.

THE child begins with crude conventions. A convention is a partially expressed truth, certain facts given and others left unexpressed. We reject the convention when we set prime importance upon those truths which are left unexpressed.

A drawing made from the object usually shows many facts which have been superficially observed and which cannot be retained in the mind; the drawing from imagination shows only those truths which have been strongly grasped and knit into the student's thought structure.

If a convention is not brought into contact with reality, it will not grow, and it then becomes "conventional" in the evil sense of the word.

There is a good convention as well as a bad one; the one is living and growing, and the other is an outworn shell from which the life has passed away. A bad convention is the expression of an arrested image. The difference is in the student's soul, and is not to be read in any one drawing, but only in a number of consecutive drawings.

We must work from nature, that is, observe closely; but must see that it is intelligently done. The condemnation of superficial observation is: "Ye have seen and have not perceived."